

## USOE Fine Arts Rainbow Chart

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|--|--|--|--|---|---|--|---|
| Previously mastered<br>grade level skills  | Elements of Drama<br>with definitions  | Identify<br>Experience   | Explore<br>Contextualize   | Build Skills<br>Practice  | Analyze<br>Integrate  | Research<br>Create   | Refine<br>Contribute  |
| <b>Mastered SCRIPT Skills:</b><br>Characters, Setting, Events, 5 W's, Story Structure, Conflict, Overall Message, Dialogue, Plot Structure   | <b>SCRIPT</b><br><u>Tension</u> -the atmosphere created by unresolved inharmonious situations<br><br><u>Mood</u> -the feel of a piece  | Observe the use of tension and mood in a play, film or story.  | Use role play and improvisations to explore tension and mood in a script.  | Use dialogue to create tension and mood.  | Analyze how tension and mood are developed in art, music, dance, and media.   | In a small group or paired collaboration create a scene or play from personal experience, heritage, Utah History or literature which requires strong tension and mood.   | Evaluate your scene or play for effective development of tension and mood.  |
| <b>Mastered ACTING Skills Mental:</b> <ul style="list-style-type: none"> <li>Listening</li> <li>Imagination</li> <li>Pretending</li> <li>Concentration</li> <li>Relaxation</li> <li>Transformation</li> <li>Observation</li> <li>5 Senses</li> <li>Sensory Recall</li> <li>Visualization</li> </ul><br><b>Voice:</b> <ul style="list-style-type: none"> <li>Imitating voices</li> <li>Volume</li> <li>Diction</li> <li>Expressive Voice</li> </ul> | <b>ACTING</b><br><br><b>Mental Skills:</b><br><br><u>Emotional Recall</u> -bring back to mind various feelings associated with life situations<br><br><br><b>Voice Skills:</b><br><u>Expressive Voice</u> -using the dynamics of volume, tempo, rhythm, tone and pitch to enhance emotional experience | Use theatre games, activities, or process drama techniques to experience and identify: <ul style="list-style-type: none"> <li>Emotional Recall</li> <li>The dynamics of volume, tempo, rhythm, tone and pitch in expressive voice</li> </ul> | Use role play and improvisations to: <ul style="list-style-type: none"> <li>Explore emotional recall that develops a character's emotional range.</li> <li>Explore the use of expressive voice that supports emotional range.</li> </ul> | Use stories from personal experience, Utah History or literature with reader's theatre, narrative mimes, story dramatizations, etc. to apply and practice: <ul style="list-style-type: none"> <li>Emotional recall</li> <li>Expressive voice to build strong mood and feelings</li> </ul> | Use process drama techniques with grade level curriculum, current events, Utah History, or literature to: <ol style="list-style-type: none"> <li>Deepen understanding</li> <li>Analyze how emotional recall develops a character's emotional range.</li> <li>Analyze how the use of expressive voice supports emotional range.</li> </ol> | Using various theatrical forms (opera, puppetry, storytelling, and mime) participate as a character in dramatization that includes tension, has strong mood and feelings, and requires emotional interaction and exchange with others. | Create a scene, play or literature departure which addresses a school or grade level problem, includes tension, strong mood and feelings, and requires strong emotional interaction and exchange Perform for your school or class. Evaluate to improve. |

| Previously mastered<br><i>grade level skills</i>   | Elements of Drama<br><i>with definitions</i>   | Identify<br>Experience  | Explore<br>Contextualize  | Build Skills<br>Practice  | Analyze<br>Integrate   | Research<br>Create  | Refine<br>Contribute   |
|--|--|---|---|---|--|---|--|
| <b>Mastered ACTING Skills continued Body:</b> <ul style="list-style-type: none"> <li>Imitating movements</li> <li>Qualities of Movement</li> <li>Purposeful Movement</li> <li>Expressive Movement</li> </ul> <b>Ensemble:</b> <ul style="list-style-type: none"> <li>Cooperate</li> <li>Communicate</li> <li>Credit</li> <li>Caretaking</li> </ul> | <b>ACTING (cont.)</b><br><b>Body Skills:</b><br><u>Expressive Movement</u> -using qualities of movement to enhance emotional experience.<br><br><b>Ensemble Skills:</b><br><u>Connecting</u> -deepening characterization through emotional interaction and exchange with others. | <ul style="list-style-type: none"> <li>Expressive movements</li> <li>Connecting emotional interaction and exchange with others</li> </ul> | <ul style="list-style-type: none"> <li>Explore the use of expressive movement that supports emotional experiences.</li> <li>Explore deepening characterization through emotional interaction/exchange with others.</li> </ul> | <ul style="list-style-type: none"> <li>Expressive movement to build strong mood and feelings</li> <li>Emotional interaction exchange with others</li> </ul> | 4. Analyze how the use of expressive movement supports emotional experiences.<br><br>5. Analyze how emotional interactions/exchange with others deepen emotional content of a dramatization. |   |  |
| <b>Mastered DESIGN Skills:</b> <ul style="list-style-type: none"> <li>Costumes</li> <li>Props</li> <li>Transformed Space</li> <li>Sound Effects</li> </ul>   | <b>DESIGN</b><br><u>light and color</u> -visual sensations to help create mood   | Use theatre games, activities, or process drama techniques to experience and identify the use of light and color.                         | Explore light and color.  | Add elements of lighting and elements of color to enhance the mood in your dramatizations.  | Discuss and analyze how the use of light and color create strong mood and feelings.  | Add light and color to enhance the mood of your dramatization.                    | Evaluate your use of light and color in your dramatization. Make adjustments as desired                              |
|  | <b>AUDIENCE</b><br><i>The act and behaviors of watching others or self in a live or recorded performance.</i>  | Identify and experience varied audience behaviors and expectations for live theater, film, and T.V.                                       | As an audience member, explore and question artistic choices of dramatic elements in a drama or film.   | As an audience member, discern how messages from theatre, film, or TV affect your personal choices  | Correlate personal experience to stage experience as you communicate emotions and thoughts evoked by performances as an audience member.   | Compare the roles of theater and media at various times with different audiences. | As an audience member, continue to build skills to critique self and others in a respectful and constructive manner. |